

Rw 5/13/16

## 1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 5/26/2016

1b. Department/Division: Forestry

1c. Contact Person

Name: Laura R. Lhotka

Email: laura.lhotka@uky.edu

Phone: 859-257-8718

Responsible Faculty ID (if different from Contact)

Name: John J. Cox

Email: jjcox@uky.edu

Phone: 859-257-9507

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: FOR 550

2c. Full Title: U.S. Biodiversity Hotspots

2d. Transcript Title: U.S. Biodiversity Hotspots

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 84.5

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This is a 3-hour travel-based experiential learning course designed to immerse students in some of the most biodiverse areas in the U.S. Students will experience and learn about the ecology, geology, conservation, and management activities and policy of these areas by: 1) visiting several representative protected areas (e.g. National Parks, National Forests), and 2) interacting with resource managers and land stewards that work on landscape and local conservation and management issues to get a feel for the challenges and opportunities in protecting biodiversity and accommodating human needs. Student funded domestic travel is embedded with this course. There is a cost of approximately \$600 for this trip.

2k. **Prerequisites, if any:** At least two upper level (300+) courses in biology, forestry, ecology, wildlife, or natural resources environmental sciences, or consent of instructor.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** Yes

If YES, enter the off campus address: Location varies depending on field trip

4. **Frequency of Course Offering:** Spring,

**Will the course be offered every year?:** No

If No, explain: The course will be offered every other year.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 10

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** Yes

If Yes, explain: This course fulfills part of the requirements for the proposed Wildlife Biology and Management Minor. Students completing this minor may be interested in this course. The course may also be of interest to graduate students in the College of Agriculture, Food and Environment and College of Arts and Sciences.

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: (Proposed) Wildlife Biology and Management Minor

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: An elective course in the proposed Wildlife Biology and Management Minor

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|TTBA225|Terrell T Baker|FOR 550 NEW Dept Review|20150302  
SIGNATURE|LGRABAU|Larry J Grabau|FOR 550 NEW College Review|20150716  
SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 550 NEW Undergrad Council Review|20160408  
SIGNATURE|ZNNIKO0|Roshan N Nikou|FOR 550 NEW Graduate Council Review|20160512  
SIGNATURE|DAMC225|Debbie Gutierrez|FOR 550 NEW Approval Returned to Dept|20160520  
SIGNATURE|JEL224|Janie S Ellis|FOR 550 NEW Senate Council Review|20160520  
SIGNATURE|JEL224|Janie S Ellis|FOR 550 NEW Senate Council Review|20160526  
SIGNATURE|TTBA225|Terrell T Baker|FOR 550 NEW Approval Returned to Dept|20160608

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

## Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	5249	FOR 550 UGC Review Checklist.docx
Delete	5828	FOR550Syllabus11915_revised.pdf

First 1 Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |                                   |  |                                 |   |
|-----------------------------------|--|---------------------------------|---|
| <input type="text"/> Lecture      | <input type="text"/> Laboratory <sup>1</sup> | <input type="text"/> Recitation | <input type="text"/> Discussion             |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical                | <input type="text"/> Colloquium | <input type="text" value="84.5"/> Practicum |
| <input type="text"/> Research     | <input type="text"/> Residency               | <input type="text"/> Seminar    | <input type="text"/> Studio                 |
| <input type="text"/> Other        | If Other, Please explain:                    |                                 |   |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This is a 3-hour travel-based experiential learning course designed to immerse students in some of the most biodiverse areas in the U.S. Students will experience and learn about the ecology, geology, conservation, and management activities and policy of these areas by: 1) visiting several representative protected areas (e.g. National Parks, National Forests), and 2) interacting with resource managers and land stewards that work on landscape and local conservation and management issues to get a feel for the challenges and opportunities in protecting biodiversity and accommodating human needs. Student funded domestic travel is embedded with this course. There is a cost of approximately \$600 for this trip.

## k. Prerequisites, if any:

At least two upper level (300+) courses in biology, forestry, ecology, wildlife, or natural resources environmental sciences, or consent of instructor.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: Location varies depending on field trip

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: The course will be offered every other year.

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 10

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

This course fulfills part of the requirements for the proposed Wildlife Biology and Management Minor. Students completing this minor may be interested in this course. The course may also be of interest to graduate students

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

(Proposed) Wildlife Biology and Management Minor

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs:

An elective course in the proposed Wildlife Biology and Management Minor

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR S.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

**General Course Information**

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

**Instructor Contact Information** (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

**Course Description**

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

UGE Review (      )

\*The nature of the course does seem to require a midterm grade or a weekly course schedule

Is there a make-up policy for students who cannot attend the 5-6 classroom meetings, or who have an emergency and can't attend the field trip?



**Course Policies**

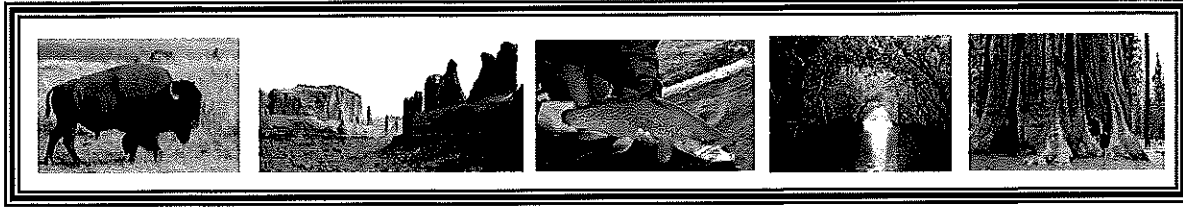
- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

**Committee Review (      )**

Comments

# U.S. Biodiversity Hotspots

## FOR 550 Section 001 (3hrs)



**Instructor:** **Dr. John J. Cox;** Assistant Professor Wildlife Ecology and Conservation Biology, Office: 102 T.P. Cooper Bldg.; Tel: 859-257-9507; E-mail: [jjcox@uky.edu](mailto:jjcox@uky.edu)  
Webpage: <http://www.ca.uky.edu/forestry/cox.php>

**Office Hours:** This semester I'm in most days, but by appointment is your best bet.

**Class Meetings:** Tue 2:00 pm – 3:15 pm T.P. Cooper Rm 217

**Course Prerequisites:** At least two upper level (300+) courses in biology, forestry, ecology, wildlife, or natural resources environmental sciences, or consent of instructor.

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**Course Description:** This is a 3-credit hour travel-based experiential learning course designed to immerse students in some of the most biodiverse areas in the U.S. Students will experience and learn about the ecology, geology, conservation, and management activities and policy of these areas by: 1) visiting several representative protected areas (e.g. National Parks, National Forests), and 2) interacting with resource managers and land stewards that work on landscape and local conservation and management issues to get a feel for the challenges and opportunities in protecting biodiversity and accommodating human needs. Student funded domestic travel is embedded with this course.

**Learning Objectives:** Our main learning objectives are to: (1) develop an understanding of the major past, present, and future factors that have, are, and will likely shape ecosystems and human use of these ecosystems, (2) become familiar with the unique fauna, flora, geology, and ecological processes that define these ecosystems, (3) stimulate thinking and generate discussion about possible solutions that lead to sustainable human use and biodiversity in specific ecosystems.

### **Student Learning Outcomes:**

After completing this course, the student will through journaling, review of scientific literature, presentation, and written assignments, be able to do the following for the focal ecosystem in this course:

1. Explain the basic ecological, geological, climatic, and anthropogenic influences
2. Develop a working understanding of the major conservation and management issues of one or more ecosystems.
3. Examine and integrate a diverse body of scientific literature, experiential learning, and peer interactions to formulate ideas and propose solutions to problems related to biodiversity conservation and management, and sustainable human use.

**Class Trip Locations:** We will be going on an extended field trip Spring Break that forms the core experiential learning opportunity for this course. This year's trip is to Florida (from the panhandle to the Everglades).

**Texts:** I will assign site-specific resources (e.g., books, peer-reviewed articles).

**Course Costs:** The cost of this trip is \$600 per student. Note that does not include individual food purchases. Most of the expense is related to UK Motor Pool charges and accommodations, and to a lesser degree park user and entrance fees and permits. Trip payments will be handled according to university policy. To pay for this trip, a personal check will be made out to the “University of Kentucky Dept. of Forestry” (UKDOF) and given to the accounts manager (Ms. Debbie Gutierrez in room 107 of the TP Cooper Building) one week before our departure.

**Classroom Activities:** We will meet 6 times during the semester to develop and refine our travel plans and go over select required reading assignments (peer-reviewed papers, documents, etc.), and to allow you time to present on a selected topic related to the trip.

**Fieldtrip Activities:** The field trip will begin (depart) the Saturday morning at 7am before the UK spring break and will conclude upon return the Sunday at 8 pm after spring break, for a total of 9 trip days. It takes approximately 12 hours to reach our first destination in Florida, and 12 hours to return from our last destination. Once at our destination we will meet agency personnel for tours, guided trips and/or discussions of ecological communities and specific taxa, visiting by foot or other means of travel unique places of various natural areas to explore areas of biological importance and conservation relevance. Once at our destination, we will begin the day at 7 am and finish at 7 pm. We will take a 30 minute lunch break and 30 minute dinner break. Plan for 11 hours of activities each day.

**Conditions:** We may be hiking up to several miles (~10 miles) a day. Florida can be hot and humid, so enrollees should be in good health and relatively fit. We will create pack lists and discuss site-specific safety and comfort concerns that will anticipate local conditions.

**Student Evaluation:** Students will be evaluated (graded) based on the following criteria worth a total of 100 pts. Note that there are 100 total points that can be earned by undergrads, and 150 total points for graduate students.

- **Expedition participation** (this includes classroom meetings and during trip):
  - A pre-trip Powerpoint lecture on a topic about the area (subject TBD) 20 pts
  - A pre-trip written “Problems and Proposed Solutions (PPS)” (see description) 35 pts
  - Participation during trip (student subjectively evaluated by instructor for knowledge preparation, inquisition, teamwork, participation at-large, and cooperation with others) 10 pts
  
- **Expedition Journal Package**
  - Daily written log with experiences, thoughts, feelings, impressions, learning: 15 pts
  - A Powerpoint slide show with your most interesting photos from the trip: 10 pts
  - A species list of major taxa (details in class handout): 10 pts
    - Mammals
    - Herpetofauna (amphibians and reptiles)
    - Birds
    - Plants
    - Other species TBD (locale-specific)

**Graduate students only**

- A Post-trip PPS Follow Up Paper 50 pts

**Undergrad Grade Scale** A = 89.5-100 pts. B = 79.5 - <89.5 pts. C = 69.5 - <79.5 pts.  
D=59.5 - <69.5 pts. E = < 59.5pts.

**Graduate Student Grade Scale** A = 134.5-150 pts. B = 119.5 - <134.5 pts. C = 105 - <119.5 pts.  
E = < 104.5 pts.

**Mid-term Grade** (for undergraduate students)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

**Submission of Assignments**

A hard copy of your assignment will be turned in at the beginning of the class on the day on which it is due.

**Final Exam Information**

There will not be a final exam for this course.

**Written Assignment Details**

*Problems and Proposed Solutions (PPS) Paper (all students)* – With regards to the focal ecosystem, you will initially (pre-trip) compose a 10-15 page paper that does the following: a) establishes and communicates the biodiversity importance, b) identifies and explains 4 major factors (e.g. climate change, overexploitation, habitat loss, etc.) that are current threats to biodiversity (note these do not necessarily have to be human-caused), and c) for each threat develop in detail at least one solution that prevents, halts, mitigates, or reverses predicted or ongoing biodiversity loss. Solutions should recognize and attempt to integrate human communities and resource use in these areas, and references to successful strategies elsewhere could be very useful, although I would encourage novel lines of thinking. The major source (> 75%) of your references should be from peer-reviewed papers, although government documents, online sources, books, and theses/dissertations might be useful. The paper should be written in a scientific style and format per the format of the journal *Conservation Biology*.

*Problems and Proposed Solutions (PPS) Paper (grad students only)* After returning from the trip, you will revisit and revise your original PPS paper. You will need to reformat the document in way that reads as a narrative of your journey into the issues. This time, your writing should clearly explain the major ecosystem threats and your solutions, while integrating your experiences, opinions, thoughts and ideas into the text based on what you learned during the trip so as to be informative, and perhaps entertaining, to a more general public audience interested in science and/or general environmental issues. See the works of John McPhee, Peter Mathiassen, George Schaller, David Abrams, and Aldo Leopold for good examples of this kind of writing.

**Course Itinerary** \*indicates Tuesday regular classroom meeting

- \*Tue Jan 17 course overview, student expectations, and discussion of Florida biodiversity; assignment of readings, assignment of presentation topics
- \*Tue Jan 24 student presentations and discussion
  
- \*Tue Jan 31 student presentations and discussion
- \*Feb 7 student presentations and discussion
- \*Feb 14 PPS paper topics due
- March 7 PPS papers due
- \*March 14 Travel, safety, final itinerary, packing list discussion

**March 17 (Fri) March 26 (Sun) Travel to Florida**

- March 31 (Fri) Expedition journal package due
- April 7 (grad students only) Revised PPS paper due

**Excused Absences:**

*Unless you have a valid university excuse you must attend the field trip or you will receive an E for the course. If your excuse is valid and you cannot go on the trip, your course evaluation will be based on the total points earned from the additive scores of the pre-trip presentation and PPS paper.*

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

## **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## **Emergency Situations**

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event),

the nearest shelter location is the basement. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble on the sidewalk outside the front of the building so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.